

RESPONSE TO INTERVENTION

“Hammond First Steps”

Source: Hammond RTI Core Team

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“In a time of drastic change, it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists.”

Eric Hoffer (1902–1983)





The Three Critical Components For System Change

- Establish consensus on the need to change
- Strengthen school infrastructure
 - Create interventions for all grade levels
 - Maximize all building resources
 - Make special education more fluid and intensive
 - Empower building teams
 - Foster the inclusion of special needs children
- Understand the critical roll of assessment, interpretation and data based decision making

Three Tier Model for Academic and Behavioral Supports

Movement across tiers is fluid and data-driven

Tier 2:

- At-Risk Students
- Small Groups

Intense,
Individualized
Support

Targeted, Supplemental
Supports

Core Curriculum, Instruction, and
Learning Environment

Tier 3:

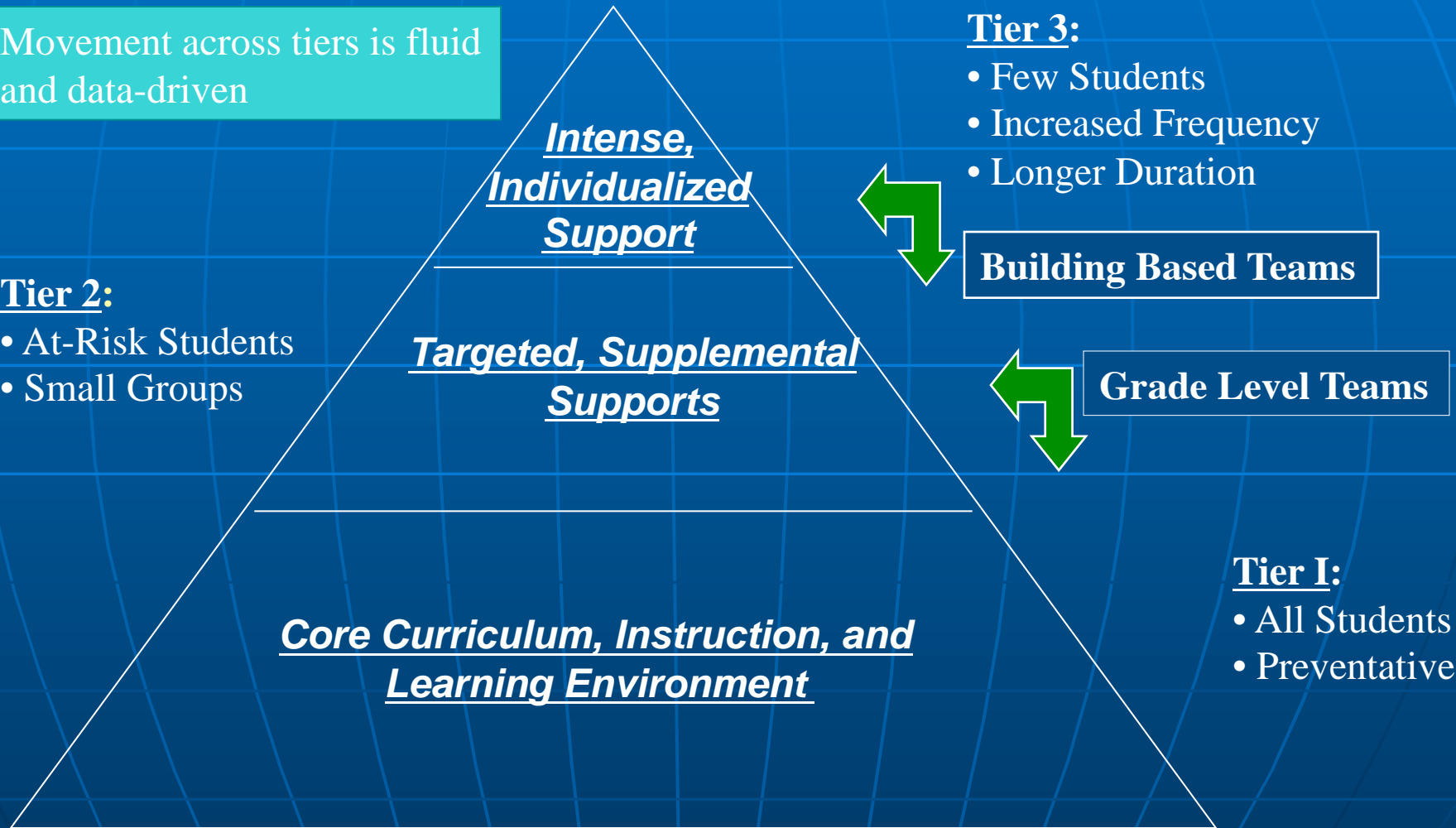
- Few Students
- Increased Frequency
- Longer Duration

Building Based Teams

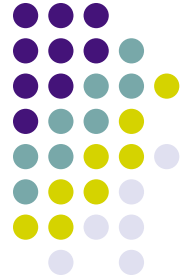
Grade Level Teams

Tier I:

- All Students
- Preventative

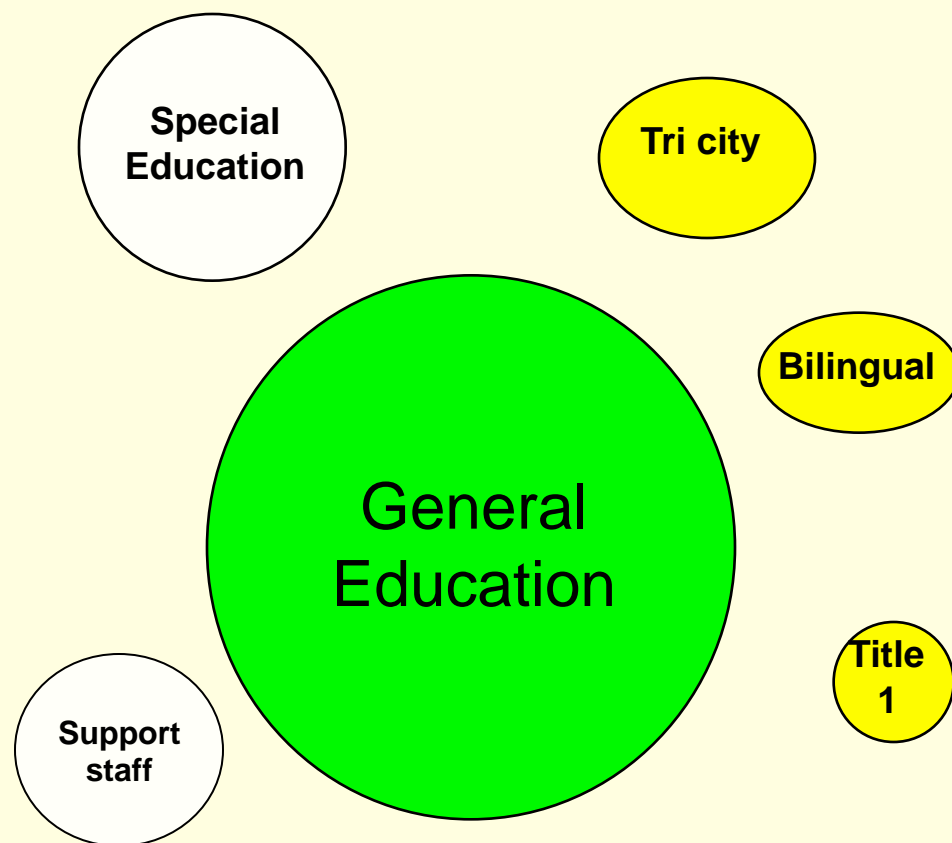


Grade Level Collaboration Meeting Goals:



- Analyze classroom assessment data to identify skill deficits and target students
- Match student needs with building resources (Creative)
- Discuss parent involvement
- Clarify entrance and exit criteria for interventions
- Establish measurable outcomes for interventions
- Create set assessment and time intervals for systematic progress monitoring
- Establish logistics for interventions (who, what, where when...)
- Set time for review

Building Effective Tier 2 Interventions



Maximize resources!

**Do you have a
“we vs. them”
building mentality?**

Create a flexible problem solving team!



In addition to grade level teams...

Problem Solving Team May include:

- Principal or Assistant Principal
- Classroom teacher (s)
- Bilingual staff
- Case Manager
- Psychologist
- Speech/Language staff
- Social Worker
- Nurse
- Media Tech
- Reading Specialist (Title 1)

2008-2009 RTI GOALS:

- Orientate all staff on the principles of RTI through a comprehensive, priority driven professional development plan
- The primary focus is on kindergarten literacy
- Refine building teams and cultivate the new role of support staff
- School leaders begin to build remediation and interventions for all students



Edison Conceptual Changes

- Teachers are **intervention** focused not placement driven
- **All school resources** are utilized to help struggling students
- Grade level teams develop their own **remediation** programs based on the specific needs of their students
- The primary special education program became more **fluid and inclusive** with the teacher and aide facilitating reading interventions with a mix of disabled and non-disabled students
- When possible, **one-to-one aides** facilitate small groups to promote student social skills and independence
- Bilingual and special education staff took a more proactive role in the **collaboration** and planning for all struggling students

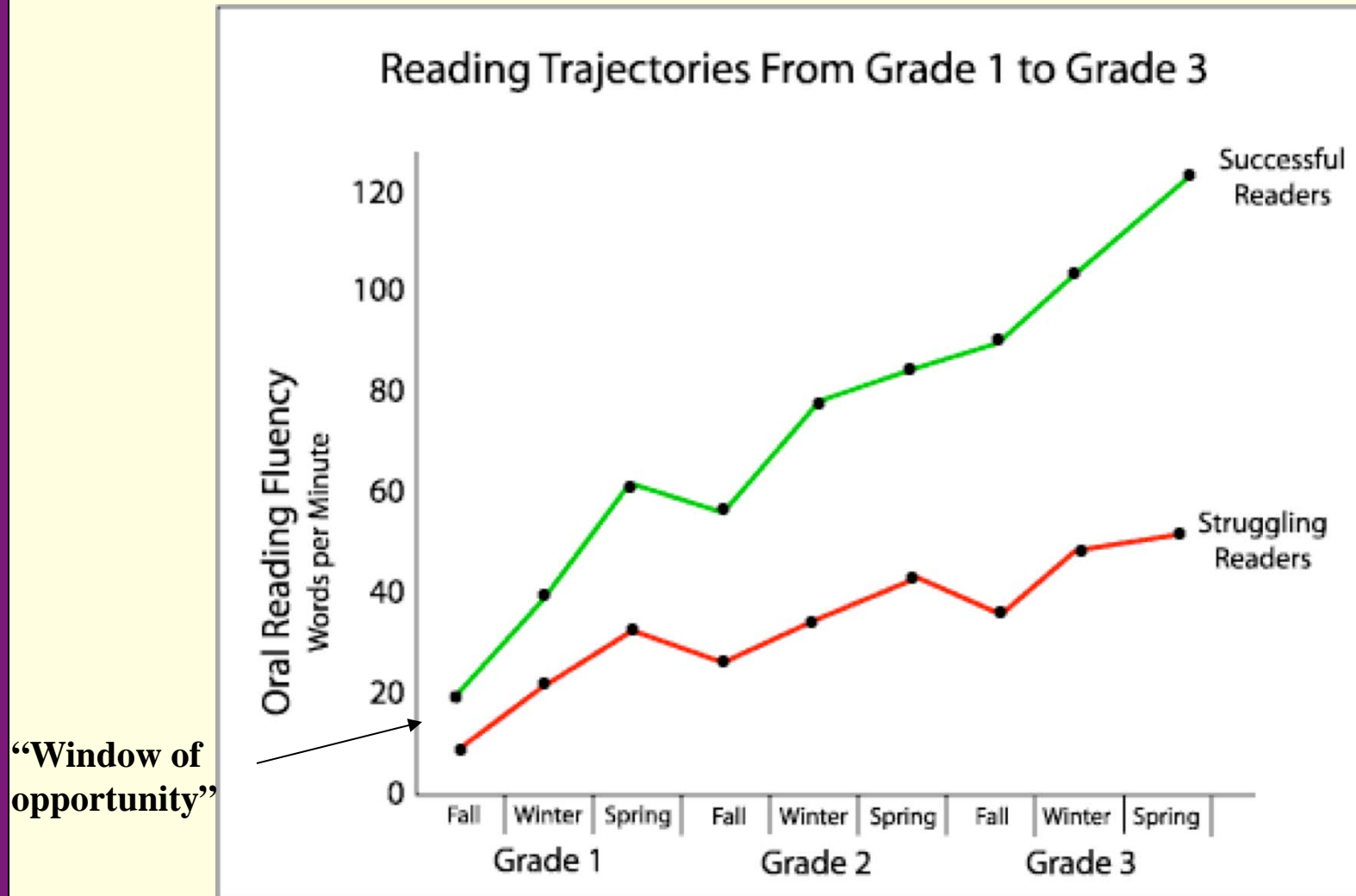


Edison Grade Level Teams Interventions:

- *Kindergarten*-Additional half hour intensive reading and a grant to fund home backpacks full of the reading material
- *First*-Two low ability reading groups with the spec ed staff
- *Second*-Two ability reading groups with an aide
- *Third*-Grade level flexible ability groupings
- *Fourth*-Reading/math groups with an aide
- *Fifth*-Library/computer reading program and a math group

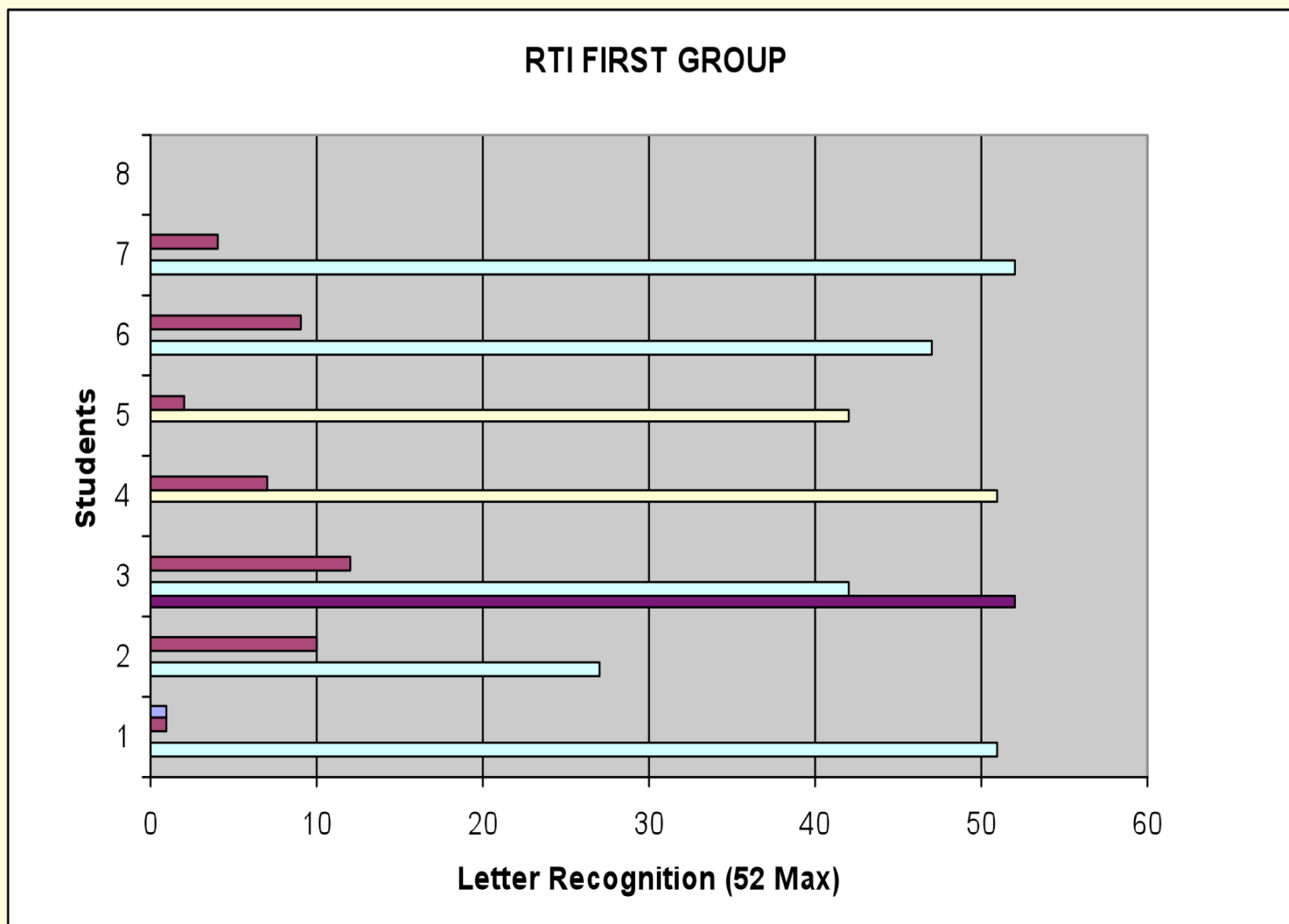
Note: All groups are fluid, reflect core curriculum, should be exited/entered with assessment data

Why Good Reading Instruction is Vital



Note: adapted from Kame’enui, E.J.; Fien, H.; Katz, R., & Travers, T. (2005) CEC Presentation: Building and Implementing a Schoolwide Reading Model for Each and All in Grades K-3

Kindergarten



Dec

Jan

Feb

March

Student 2 was released due to poor attendance

Student 5 requires an all day program and needs to remain in the program permanently

THE HAMMOND PSYCHOLOGIST PLAN FOR RTI

In addition to their traditional schedule, each school psychologist will have at least one other school for which they will assume the role of RTI consultant.

The time commitment for this will be a minimum of one day a month, with a specific focus on kindergarten grade level collaboration days.

How will the traditional assessment model sustain itself?

- The school psychologists have cultivated a partnership with two local universities (Valparaiso University and Chicago School of Professional Psychology) who will provide practicum students who can assist with evaluations and data collection
- Principals need to build intervention/remediation programs on all grade levels to effectively gauge the progress of struggling students BEFORE considering a special education referral
- When administrators cut down on initial assessments, the special education staff can assist with interventions, monitoring and data collection

Rtl Interventions

School City of Hammond



Rtl Interventions – Tier I

- Remedial aspect of reading series
- Differentiated instruction
- Accommodated Tasks
 - Task is unchanged
- Modified Task
 - Similar task but concept intact
- Adapted Task
 - Task is different but progression toward the classroom goal

Rtl Interventions – Tier I

- Reading Series approved by the Indiana Department of Education
- Curriculum in use: “Treasures”
- Extended Day Program
 - Ability groups within a classroom
- Wireless Generation (K-2)
 - Ability groups within the classroom
- Acuity Program (3-8)
 - “Prescribed” interventions/exercises via computer programs.

Tier II

Examining “Supplemental” Interventions

- Hypotheses:
 - Students requires additional time for direct instruction (Additional...not “in place of”)
- Assessment:
 - DIBELS, CBM, district assessments
- Progress Monitoring
 - Using Charts from Wireless Generation (Literacy Coach)
 - Using charts that include a baseline and an aimline (<http://www.specialconnections.ku.edu>)

Rtl Interventions – Tier II

- Skill specific interventions with set timelines
 - Narrow focus to fewer, barrier skills
 - Additional exposure to core curriculum (receiving reading instruction twice a day).
- Interventions as stated in Wireless Generation (K-2), Acuity (3-8), or District Supplemental Curriculum provided that...
 - Small groups (up to 4)
 - 3-4 intervention sessions per week
 - Each lasting 30-60 minutes
 - Progress monitoring/Assessments

Rtl Tier II Interventions cont.

- Supplemental Small Groups (curriculum provided by teacher)
 - Supplemental aides and interventions as suggested by the reading series in addition to core curriculum.
 - Drill & Practice (appropriate at K-1)
 - Material provided by the teacher (e.g., flash cards)
 - Letters of the Alphabet, Colors, Shapes, Numbers, etc...

Rtl Tier II Interventions cont.

- Headsprout Online Program
 - www.headsprout.com
 - 1 year free subscription
- Jolly Phonics Program
 - www.jollylearning.co.uk
 - Presently under peer review process
- Read 180 (4-8)
 - As a supplemental program to the core program

RtI Tier II Interventions cont.

- Free Reading – www.freereading.net


Website excerpt: “Intervention A was created based on the recommendations of the National Reading Panel and other key reading researchers. Not all content has been through a formal peer review process, though; in general, user contributions have not.”

- Lesson plans
- Ideas
- Literacy activities


RtI Tier III Interventions

- Tier 1 and Tier 2 materials and programs (explicit, intense differentiated instruction)
 - Individual or group of 2-3 students
 - Sixty minutes per day; 5 days a week
 - Supplements Tier 1 instruction
 - Progress Monitoring (once a week)
- Orton Gilligam Phonics
- Wilson Reading System
- Individualized Education Plan
 - Special education student

Intervention Facilitators for Tier I and Tier II

- Teacher
 - While assistance facilitates an activity for the rest of the class
 - Paraprofessional
 - Reading Specialists
 - Special Education Aides
 - Classroom Aides
 - Recess Aides
 - Other School Staff as appropriate
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Intervention Facilitators for Tier III

- Reading specialist
 - Special education teacher
 - Speech & language pathologist
 - Staff highly qualified to teach reading
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- A decorative graphic in the bottom right corner of the slide, consisting of several concentric circles of varying shades of blue, resembling ripples in water.

Tier II Facilitators at Columbia

- 3 Kindergarten paraprofessionals
- Library Media Aide
- Special Education Aide
- Early Intervention Specialist
- Teachers
- Literacy Coach
 - Assist teachers in small group coordination

Tier II Facilitators at Lincoln School

- 1 Sheltered Intermediate Bilingual Aide
- 1 Paraprofessional Primary Push-in Bilingual
- Library Media Aide
- 2 Special Education Aides
 - Primary & Secondary
- 4 Kindergarten Aides
- PACT Preschool Aide Title I Facilitator (Preschool-K)
- 2 Title I aides (in classrooms once per week)
 - Math games & writing support
 - 1 primary & 1 secondary
- Purdue Students (Student teacher)
- PE Teacher (Mondays & Tuesdays – 30 minutes)
- Teachers

Example of Tier II Intervention

Primary

Program / Classroom	Time	Teacher	Days
*Letter Recognition & Phonemic Awareness Small Group Instruction (letter-sound connection) Any K-2 classroom, cafeteria, or library	9:00-9:35am	Kindergarten Aide	M – F
*Reading Decoding Small Group Instruction/ Any K-2 classroom, cafeteria or library	1:05-1:35pm	Library Media Aide	M, Tu, Th
Extended Day Program Reading at BR level	2:40 – 3:05pm	Not necessarily student's teacher	M - F
Core Reading Instruction/ Mr. Young's student go to Ms. Torres' classroom as a supplemental assistance	Mornings	Ms. Torres (1 st Grade Teacher)	Tu & Th

****Using curriculum provided by the teacher and/or Wireless Generation's strategies.
First Grade Student
Reading: BR***

Example of Tier II Intervention Intermediate

Program / Classroom	Time	Teacher	Days
Read 180 Small Group Reading Intervention	8:40am – 10:10am	Ms. Alvarez (Reading specialist)	M – F
Small Group Math Intervention 2 nd grade level <i>Program Review: End of first trimester</i>	1:35 – 2:35pm	Mr. Smits (Special Education Aide)	M, Tu, W
Extended Day Program Reading at BR level	2:40 – 3:05pm	Mrs. VanDrunen (4 th Grade Teacher)	M - F
Student's Classroom – EDM Small Group During Math Games	1:35 – 2:20pm.	Mr. Legatee (4 th Grade Teacher)	Mondays

4th grade student
Reading: 1st grade level
Math: 2nd grade level



Student teachers can also facilitate interventions.

Resources & Tools

- ❑ **Special Connections (progress monitoring tools)**
 - <http://www.specialconnections.ku.edu>
 - ❑ **Center of Instruction**
 - <http://www.centeroninstruction.org>
 - ❑ **What Works Clearinghouse**
 - <http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=01>
 - ❑ **RtI Action Network**
 - <http://www.rtinetwork.org/>
 - ❑ **International Reading Association**
 - http://www.reading.org/resources/issues/focus_rti.html
 - ❑ **Intervention Central**
 - <http://www.interventioncentral.org>
 - ❑ **The Florida Center for Reading Research**
 - <http://www.fcrr.org/>
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